DOCUMENT RESUME

ED 418 354 CG 028 373

AUTHOR	Schatz, Mona Struhsaker; Gaddis, Stephen R.; Zimmerman, Toni Schindler
TITLE	Foster Care: Creating Interpersonal Change through Story-Telling and Family Play. Strategies to Support Client Assessment and Intervention.
INSTITUTION	Colorado State Univ., Ft. Collins. Education and Research Inst. for Fostering Families.
SPONS AGENCY	Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE	1996-02-00
NOTE	95p.; For related document, see CG 028 372.
CONTRACT	STFC-96-1361
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; At Risk Persons; *Caregiver Child Relationship; Foster Children; *Foster Family; Interpersonal Relationship; *Parenting Skills; *Personal Narratives; *Play; Professional Training; Social Services; Youth

ABSTRACT

Story-telling and family play can exert powerful effects on children. Some beliefs, values, and personal life-style choices that relate to how play is created are examined. Using the primary concepts in "narrative therapy," "adventure-based programming," and "family play therapy," play is employed to create an empowerment framework to consider the unique lives of social services clients. This empowerment framework promotes a means for individuals to explore their own meaning and sense of self-expression, rather than holding on to negative and pathological interpretations of their ideas and behaviors. Topics covered include (1) the value of family play; (2) how safe and successful play creates a framework for play and introduces a number of beneficial games; (3) how human development and the value of stories introduces the "narrative therapy" approach to one's life stories; (4) ways in which foster children's stories focus on the ways foster children view their world; and (5) exercises for rewriting the foster child's story through play and creating stories based on love, trust and hope. Designed for collaborative training of foster parents and caseworkers, the manual includes materials for both the trainer and the trainee. "Play is Learning: A Supplement," and "Guidelines for Selecting Toys" Contains two supplements, along with resources, references, and an evaluation. (EMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 418 354

Education and Research Institute for
FOSTERING FAMILIES

A Specialized Training Program
Designed to Enhance the Competency of
Caseworkers, Adoptive & Foster Parents

FOSTER CARE: CREATING INTERPERSONAL CHANGE THROUGH STORY-TELLING AND FAMILY PLAY

Strategies to Support Client Assessment and Intervention

Mona Struhsaker Schatz, D.S.W.
Institute Director
Education and Research
Institute for Fostering Families

Stephen R. Gaddis, M.S. Candidate
Marriage and Family Therapy
Human Development and Family Studies

Toni Schindler Zimmerman, Ph.D.
Assistant Professor
Human Development and Family Studies

February 1996

Designed in consultation with
The Colorado Department of Human Services
Under Grant No. C STFC 96-1361

CG028373

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

M. Schatz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

1996, coypright pending, The Education and Research Institute for Fostering Families, Colorado State University. This material is prepared in collaboration with the Colorado Department of Human Services. All rights are reserved. No part of this manual may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system without permission in writing from the project director.

ABOUT THE AUTHORS

Mona Struhsaker Schatz, D.S.W., Associate Professor in the Social Work Department, Colorado State University, Director of the Education and Research Institute for Fostering Families, a comprehensive family and child welfare training development project. Involved in social work and child welfare education; primary areas of expertise include (1) children's services and child welfare practice, child development and attachment disorder, (2) social work education and field education in social work, (3) social work theoretical development in generalist perspective at initial and advanced levels, and (4) policy and practice issues in child welfare and families. Areas of social work practice since 1972 include children and family services, home health care, and private practice. Since the early seventies, Dr. Schatz has worked in child welfare and children's services in Colorado and several other states. In the 1970's, she served as a foster parent. She has served as a member of the Colorado Child Welfare Advisory Committee. Dr. Schatz also trains professionals in Eastern Europe and Russia in family and child practice. She has published articles in Child Welfare and the Journal of Social Work Education, monographs, and several dozen original training manuals addressing the knowledge and skills to foster effective social work/human services practice and parenting.

Stephen R. Gaddis, M.S. Candidate., Is currently studying marriage and family therapy in the graduate program of the Department of Human Development and Family Studies. His master's thesis explores the narrative therapy process. Stephen plans to pursue doctoral work in marriage and family therapy in order to study social constructionist interventions, like narrative therapy.

Toni Schindler Zimmerman, Ph.D., is a Marriage and Family Therapist and an Assistant Professor at Colorado State University, Department of Human Development and Family Studies. Among her many professional activities, she has been researching parent training models and teaching parenting since 1985. She is particularly interested in testing and teaching solution parenting, a Fostering Families' training program. Her belief is that self-esteem building in parenting is imperative and that creativity in parenting fosters such self-esteem.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Institute, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

The Education and Research Institute for Fostering Families, located in the Department of Social Work at Colorado State University, is an education, training, and research center seeking to improve social work and human service practice with families, youth and children, particularly families and children at risk and challenged. Fostering Families's Institute works through the Colorado Human Services Training, Education and Research Consortium. This collaboration includes Colorado's Department of Human Services, other social work programs, and various training centers in Colorado.

This Institute serves as an umbrella organization for four programs: a stipend pre-employment program for social work students, a "core" worker training program in family casework practice, a foster parent core training program, and an extensive series of on-going in-service training programs. Begun in 1986, Fostering Families is deeply committed to serving families, children and youth. It does so through the development of highly experiential training programs that offer the most current knowledge for the field and offering an opportunity to test out different practice skills and intervention strategies available for the varied jobs in this arena.

FOSTERING FAMILIES is a unique opportunity for caseworkers and foster care parents to explore the many complex aspects of the child welfare including child abuse and neglect, family support and preservation, permanency planning, adoption and foster care delivery.

FOSTERING FAMILIES is specially designed in to meet the varying learning and educational needs of training participants. Each training sessions uses different teaching and learning approaches such as groups, role play, sculpting, discussion groups, and individual learning exercises.

FOSTERING FAMILIES is designed to foster "a partnership of skill" among the many professionals responsible for quality care for families and children in distress. Each training program seeks to provide an increased level of competence that can be shared by the varied professionals who may be working with a family or child.

FOSTERING FAMILIES is offered, in specific levels, as continuing education credit and upper-division college class work in the Social Work Department done in concert with the Division of Continuing Education at Colorado State University.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

INSTRUCTIONS FOR TRAINERS

Since 1986, Fostering Families has successfully designed and delivered training programs to thousands of workers and substitute care providers in child welfare. We have created a set of principles which infuse our training programs and serve as a philosophic base. Depending on the training program, some of these principles are addressed directly while others are reinforced. It is important to summarize the principles as a background to these instructions for the trainer.

Principle 1: First, our work with families and children who are served by public social services and the child welfare system, is extremely difficult and almost always stressful. These families frequently live in what is often termed "the culture of social and familial violence". These families and children live in an almost constant state of uncertainty-- experiencing great social and personal vulnerability--with few concrete resources to help them. By the time we see these at-risk families, they have experienced a great deal of tragedy, victimization, loss, social rejection, and defeat.

Principle 2: We recognize how difficult it is to deliver social work services in large, public bureaucracies, no matter how "nice" the individuals are. Bureaucracies are inherently cumbersome and often disregard the very people they should be serving, both their workers and their clients. Fostering Families believes we must be very attentive to these inherent flaws of bureaucracies and work intentionally toward minimizing these counter-productive effects. Training mirrors our environment(s); therefore, our training creates an environment and experiences that are validating and supportive of each participant. In training, we must repeatedly encourage efforts that build and sustain open communication and active problem-solving among all people. Attitudes such as blaming, and poor-me, serve as self-fulfilling prophecies, and the resultant feeling of helplessness is draining and unproductive. Offering skills that improve communication, advocacy, networking, mediation, role clarification, team building, and professional relationships--help build and foster effective practice.

Principle 3: A well of compassion and empathy must be built (brick by brick!) through the combination of daily practice, supervision, and training. We can not stay in this difficult work if we become strangled by our anger and disrespectful to the people with whom we work. We are not in our positions and roles to punish families and children. The atrocities and horrors that meet families and children in poverty and

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Institute, working collaboratively with the Colorado Department of Human Services.

social violence can not be excused. Yet, caseworkers and substitute family environments, such as foster homes, are asked to look forward. Our job involves performing extensive assessments to identify where things are at the moment. Our job also requires us to repair what we can and fix what can be fixed. We must "make futures" for relinquished children and youth, etc. Our training must build our understanding, and most importantly, our skills to work effectively with these difficult families and children.

Purpose of the Manual

This training is built upon these principles. This training manual is a necessary tool for the trainer. In this section, we will describe how trainers can get the most out of this manual.

Serving equally as the trainee's manual, this booklet is a rich, valuable resource for their future use and reference. Concepts, principles, knowledge, and skills central to the training are written in the manual. A great deal of supporting documentation is also provided. At times, we know a training program can neither give equal attention to all the concepts related to the topic, nor introduce each small detail tied to the area under consideration. Group training experiences rarely focus on mastery of minute details. The manual, however, gives added documentation--access to more in-depth information to the trainee for later reference. Trainees greatly appreciate these manuals and report referring to them regularly.

The training manual is designed for both the trainer and the trainee. In using this approach, we save both money and time. There is also certainly less needless duplication and confusion about what materials are needed by the trainer when going out the door for their training session. This approach supports our adult training model, and also creates a more egalitarian teaching environment, because the trainer and trainees have similar training materials.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

The Training Agenda and How to Organize the Training Session

1. Setting an Agenda

Use the *Table of Contents* as your training agenda. The only additions you will want to make are a "Welcome and Introductions" at the top of the page and decide where "breaks" need to be anticipated. Because you can select your time frame for delivering the training program, decide how much time you need for the different areas of the training. As a rule of thumb, consider that each Lecturette and its supporting materials require at least 30 minutes to two hours to deliver.

These training programs are designed as one or two-day training sessions. This meets the need expressed by many professionals to receive training without losing a great deal of time from their work situations, often difficult for family and child welfare workers. Further, home providers such as group home workers, foster parents, proctor parents, and others can rarely take more than a day away from their home and families.

2. Welcoming and Introduction

The training program should begin with the *Welcome* and Introductions, giving each new trainee an opportunity to initiate their own process of contributing to and participating in the training. This is very important to fostering an atmosphere of joint learning with a higher level of trainee participation. Also, through the trainer's positive and receptive attitude, s/he can create an environment of trust and safety which goes a long way to optimizing the training process and maximizing the participant's growth and learning.

3. Training Competencies and Learning Objectives

After the introductions, present the *Training Competencies and Learning Objectives*. A valuable rule for trainers is to "tell people what you are going to teach them, then teach them, and end with a summary of what was taught." At this early point, the

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

trainer should leave an opportunity for trainees to add any "training agenda" items they feel are important during the training program. This models an empowering process for the trainees wherein they too can "construct" the learning process that they feel they need.

At times, the requests of trainees go beyond the training program as designed. This is okay. The trainer must simply acknowledge the interest of the trainee, pointing out that the training will probably not be capable of delving in the specific area requested. This approach also helps trainers assess if "unique" issues exist that may be related to a geographic area, a local program, etc., or whether a trainee has a personal issue that may potentially distract the learning experience.

4. Training Content

The *training content* that must be delivered by the trainer(s) is provided in the *Lecturettes*. The trainer must be very comfortable and knowledgeable about the material provided in each Lecturette. These training programs are also designed for a training team including a professional social work trainer and a foster parent co-trainer. This approach illustrates the valuable contributions of substitute providers who often spend a great deal of time with children in their home, and who often face problems that do not have easy solutions.

The training program is designed for adult learners. This training is unique because of the extensive number of play activities. Trainees have a great deal of fun at all ages! Therefore, in initiating the learning process, use of "lecture-to-the-audience" is limited. No Lecturette area should require more than 20 to 30 minutes of this talking to an audience style. Rather, the training exercise(s) in the manual serve to initiate the learning process. The use of ***exercises, videos, case vignettes, boxes, and discussions*** foster the teaching process as well as reinforcing central training objectives.

When presenting material in the Lecturettes, supporting *charts* exist that summarize the key principles, concepts, and points. The trainer can invite the trainees to "follow

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

along" on a chart. These charts are very useful to keep the trainer focused. They are easy to read and allow the trainer the needed "notes" for delivering a portion of the training in its entirety.

Though this training program is thorough in its presentation of central principles, concepts, skills, and supporting materials, the trainer(s) must have qualifications that include a strong practice background in child and family practice with comfort in play and adventure modes of intervention. This is a very important. It is, in fact, where the material in the Lecturettes becomes grounded in reality and relevance to the trainee. This is also the juncture where the trainer makes the training come alive. It is accomplished by the integration of trainer's own experience which--uniquely personalizes to the specific needs of *this* audience. The trainer's unique experiences infuse a personal and timely energy into the teaching process.

The training manual is designed so trainees have everything they need in the manual including paper to write on! The left hand side of the Lecturette sections provides the central ideas relevant to the learning area. The right side inserts instructions for when to introduce training exercises, videos, group discussions, etc. The right hand side of the manual also offers space for trainees to take notes and, importantly, for the trainer to make their own notes. Worksheets often exist for an exercise so time is not wasted in handing out materials once the training experience has begun.

5. Written Evaluation

Each manual also includes a *written evaluation*, asking in essence, if the training competencies and objectives were adequately delivered. This strategy is used as an initial accountability assessment. It determines if the training as designed was in fact delivered to the satisfaction of the trainees. It is not possible, in one or two day formats to evaluate much beyond this point without using pre- and post-evaluative tools or other forms of behavioral evaluation which can assess improved practice competence.

Following these guidelines can best optimize the likelihood of creating a highly effective training for every participant!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

FOSTER CARE: CREATING INTERPERSONAL CHANGE THROUGH STORY-TELLING & FAMILY PLAY: STRATEGIES TO SUPPORT CLIENT ASSESSMENT AND INTERVENTION AGENDA

10:00	WELCOME Administrative details: Attendance Sheets/Sign In; Mileage for County folks; Lunch-Any veggie's? CEU Credit; Attendance Requirement Introductions of Training Staff
10:15	Trainee Introductions Play Activities
12:00	LUNCH
1:00	Review Agenda for Day and Training Competencies
2:15	BREAK
2:25	Examining Children's Stories
3:15	Evaluation Administrative Details
3:30	END OF THE DAY

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

INTRODUCTION

The Education and Research Institute for Fostering Families is a specialized child welfare, adoption, and foster care training program. Various important learning concepts related to families, youth, and children are explored *within* the context of services to families and children and protective services more specifically. By paying specific attention to the multiple environments within which we work, Fostering Families' training is highly innovative and relevant for public and private sector caseworkers, case aides, and foster parent providers including group and residential care specialists. Fostering Families is also unique because faculty and foster parent training staff receive regular input from different parts of the social services system and from foster parent providers who work daily to meet the needs of children in out-of-home placement and at risk of removal from the family-of-origin.

A primary goal of the training program is to examine different issues and intervention models in a relatively small group training experience. Each training program provides information that increases our understanding about the knowledge, concepts, and ideas that undergird an aspect of practice and the skills to improve

(1) the assessment and placement process with families and children at risk of placement, or involvement in a family preservation program,

(2) the overall case planning, monitoring, and supervising process, and

(3) the recruitment and retention of foster homes and other out-of-home providers.

Foster parents and caseworkers learn collaboratively in each session. Each training module is designed to motivate participants to go beyond transmission of information --to training opportunities created so that trainees can apply concepts--either in role play situations, small group experiences, group discussions, and/or through individual activities. Participants are given the opportunity to integrate their learning through discussion and group experiences. Training sessions are scheduled regularly throughout the year and are each one-day sessions. To achieve high accessibility for foster parent providers, training sessions are often held on weekends. To afford access to caseworkers, sessions are also scheduled on weekdays. Each week training sessions are held throughout the urban, suburban and rural areas of the State.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Institute, working collaboratively with the Colorado Department of Human Services.

Introduction

Foster Care: Creating Interpersonal Change through Story-Telling and Family Play offers a creative experience in which to examine the value and role of play for families, adults, and children. The training program examines beliefs, values, and personal life-style choices that relate to how play is created. Using the primary concepts in *narrative therapy, adventure-based programming, and family play therapy*, this training employs play to create an empowerment framework to consider the unique lives of social services clients. This empowerment framework promotes a means for individuals to explore their own meaning and sense of self-expression, rather than holding on to negative and pathological interpretations of their ideas and behavior(s).

This unique training helps foster parents and caseworkers experience the value of play in terms of narrative therapy concepts. Narrative therapy has several unique features that will help parents and caseworkers create preferred home environments. The training uses games to illustrate how behavior is directly related to personal narratives.

Building on narrative therapy ideas, this training is designed to help caseworkers better assess the stories of clients--families and children, and--consider unique interventions. For foster parents and those who supervise foster parents, this training offers new ideas around how to consider the narrative story as a tool for self-awareness and interpersonal growth and change.

During the training session, we expect to examine the value of play throughout the span of one's life. In turn, one can assess a child(ren)'s growth and development through assessing their competence in different play situations. The fostering parent can use play to promote a child(ren)'s growth and development, even using some kinds of play to help a child express aspects of their life which are painful or hurtful.

It also helps caseworkers as they support foster parents in their parenting process. In this new training program, we entertain the idea that among the options which can be used when seeking to end unproductive behaviors in families, is one which involves using play and adventure opportunities. Hopefully, substitute care providers and caseworkers will be able to create and support different strategies for interpersonal change and can gain new skills that ultimately help reach our goal of re-unifying

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

families and/or providing a fostering situation that does not become one in a string of failed placements. The use of family play and adventure maximizes the likelihood of positive outcomes for both parents and children.

NOTE TO PARTICIPANTS

It is important to state at this introductory point, that this training is directed primarily for use with children and youth capable of age-appropriate language and social responses. As with any tool for effective parenting, it is of utmost importance to take into account the developmental, physical, and emotional capacities of the young person with whom you are working. A small or insignificant change for one child may be a large triumph for another. As always, time, understanding, and patience, especially for traumatized children, are great allies.

This manual is written to provide information on the concepts and issues we have discussed in this training. A Suggested Resources section lists some interesting reading related to this topic area.

In the training session it is unlikely that all the information in the manual will be entirely addressed. We recommend trainees read these materials soon after the training session. We have been told by course graduates, that this helps greatly in gaining a full understanding of the issues at hand.

We welcome you to this Fostering Families training session. We encourage you to participate fully in the training; ask questions that help you (and others) in this interesting and challenging learning opportunity. Colorado State University allows participants the opportunity to earn continuing education credit (CEU's) or university credit. The training instructor will review procedures for applying for credit.

The best advise we can offer to work with today's agenda is, to feel comfortable asking questions where helpful, get as relaxed as possible, and enjoy yourself!!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

TABLE OF CONTENTS

PAGE

About the Authors ii

Frontice iii

Instructions for Trainers iv

Training Agenda ix

Introduction x

Table of Contents xiii

Training Competencies & Learning Objectives 1

Lecturette #1: The Value of Family Play 2

Chart A: Foster Parents: The Value of Family Play 13

Lecturette #2: Safe and Successful Play 14

Box One: Full Value Contract 16

Exercise #1: Stretching 17

Exercise #2: Everybody's It Tag 18

Exercise #3: Toss A Name 19

Exercise #4: Speed Juggle 20

Exercise #5: Count Off 21

Exercise #6: Make Eleven 22

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Table of Contents

PAGE

Exercise #7: Have Your Ever? 23

Exercise #8: Debriefing 24

Lecturette #3: Human Development and the Value of Stories 25

Exercise #9: Your Story About Play 37

Exercise #10: Your Play Story 38

Exercise #11: The Grinch's Story 42

Box Two: Play Therapy 43

Lecturette #4: Foster Children's Stories 45

Exercise #12: Experiences That Changed a Foster Child's Story 47

Lecturette #5: Rewriting Your Foster Child's Story Through Play 49

Play is Learning: A Supplement 50

Guidelines for Selecting Toys 53

Suggested Resources and References 61

Application for Credit 63

Evaluation by Participants 64

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

TRAINING COMPETENCIES & LEARNING OBJECTIVES

This training program is designed to provide caseworkers and foster parents with a highly interactive and physically active training session. This purpose also addresses skills that will enable participants to better assess the needs of families and children, make more appropriate treatment planning decisions, and carry out their professional roles in a manner that reflects greater sensitivity to families and children. In this training session, trainee participants will build competency in the following four areas:

1. Participants will gain an understanding of the critical role family play holds for family and child development. They will gain benefits such as improving trust, cooperation, communication, respect and closeness.

2. By playing together, participants will gain an understanding of how people's narratives guide and form behavior, and help make sense of each new experience.

3. Participants will gain skill in assessment and planning for play in parenting, including learning how to assist foster parents and other substitute parent providers, in building relationships and motivating children to learn.

4. Participants will learn guidelines that will foster family play. Facilitating family play creates opportunities to influence children's stories so that they demonstrate more desirable behaviors.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

THE VALUE OF FAMILY PLAY

Lecturette #1

Play is vital to every person's growth and development. It offers people an opportunity to experience moments without conventional rules of behavior. Most people equate play with having fun. While fun is common to play, play is much more than that. Play is a time and place where people have permission to take risks, try new things, meet challenges, and gain new skills and abilities, all within an environment that feels good. Individuals benefit from play throughout their life span.

Cooing, light jostling, and playing with rattles are all examples of an infant's first learning environment. As children age, their growth process occurs in a kind of "play world," until complemented by traditional education pedagogy programs, which usually begins in kindergarten. From the latency years forward, learning continues through a combination of play and pedagogy. While educational pedagogy is a more socially valued learning approach during this time, play is crucial for social development.

Play is often said to be the language of children, primarily because play is the means by which they create interpersonal competence. Axline (1969) states that "there is a frankness and honesty, and a vividness in the way children state themselves in a play situation. Their feelings, attitudes, and thoughts emerge, unfold themselves, twist and turn and lose their sharp edges. The child learns to understand himself and others a little better" (Preface).

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Institute, working collaboratively with the Colorado Department of Human Services.

Play is vital to people's growth.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Play is often said to be the language of children.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Play is a time to take risks, gain new skills.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Adults at Play

Adults also clearly value play, as demonstrated by their large participation in recreational activities. Toward creating balance in daily life, adults seek recreational activities for a variety of reasons including serving as outlets to the stress of work life. Play activities for adults vary greatly, from extensive physical activities such as jogging, skiing, sport, etc., to creative activities such as singing, acting, dancing, artwork, handicrafts, etc. Though the types of activities which adults undertake for play can vary from children's, play offers the equivalent gains and benefits.

Families at Play

Family play exists in almost all families. It takes many forms and is as varied as families can be. Some families like to ski together; some like to go to baseball games; some like to play cards; some like to roll in the Autumn leaves; and some just like to host fantasy tea parties in the back yard.

Only recently has family play been identified as important among family specialists. The concept of leisure, studied by psychologists and sociologists alike, is a relatively new area of study. Most attribute the focus on leisure and

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

play to our post-industrial nature. The current requirements in work settings and at home are less demanding. Advanced technology coupled with shorter work weeks increase the opportunity for leisure for both individuals and families.

Traditionally, board and card games are among the indoor evening and weekend activities of families. Computer games and other electronic forms of play are fast replacing some of the time-honored family games! Outdoor family recreation includes camping, skiing, sledding, biking, hiking, to name just a few.

In family play, individual family members can improve their development by interacting with each other around issues such as trust, cooperation, teamwork, appropriate risk-taking, problem-solving, and healthy, personal expression. Each time families play, opportunities exist for individual and relationship growth. Through play, family members have a chance to be close, which creates a positive and lasting history for the family. Simply stated, play is critical to a family's foundation and development.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Play at Jeopardy

Unfortunately, when families face stress, one of the first things to be affected is play. For example, if a parent unexpectedly loses her/his job, time previously set aside for play, now might be allocated to solving the job crisis, etc. When families do not play together, however, they are in danger of stopping an important part of their family support and development.

Because of the stress present in their families, many foster children have not experienced a great deal of family play. Though it is sad that these children have missed out on having fun within this family unit, it is even more problematic that they have not had the opportunity to learn the personal and social lessons that most children experience through this kind of play.

Recognizing that the families of children in care are usually highly disorganized and stressed, we contend that foster children need to learn a great deal about play. In addition to enhancing their personal development, family play benefits foster children by helping them relate to their foster family, and from time to time--replay unresolved issues from their past. Thus, this training is designed to help foster parents and caseworkers learn the ways that family play can create healthy opportunities for foster children and their foster families. It is important to understand that

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

family play is a vital part of child and family development, as is its application to foster homes.

The Foster Home: Play has Great Value

The issue of how competent foster children are in their play world--depends on how they were introduced to play in their infancy and then--how they played in their family environment before placement. Some questions which may emerge in our thinking include:

Do children who begin life in environments cloaked with deprivation have adequate play opportunities?

Are children with attachment problems less capable than others of creating the daily experiences of play?

If foster children often come from environments of deprivation, poor parental bonding, and abuse, do we need to help them learn to play as a personal skill and as a family skill?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Let's consider each of these questions. First, when children are in environments of deprivation, play is often compromised. The resources for play are considerably limited. Though the issue is not about owning plastic or store-bought toys, some homes lack even the basic family tools such as kitchen pots and pans for children to negotiate, learn from, and gain enjoyment and mastery. Further, many times families living in deprivation suffer psychological problems such as depression, addictions, and anxiety to name a few.

These emotional stresses compromise a parent's willingness to, and interest in play with their small children. As children grow in environments of deprivation, those older children continue to find less and less resources to use for play activities.

Inner city environments and similar environments of deprivation, often scare caring parents so they often prohibit their children from playing outdoors. What we recognize is, that when children are raised in these deprived environments, caring parents are challenged in their capabilities for teaching children how to use play, thrive through play activities. As children grow older, parents are often unable to trust the social environment(s). Then the important socialization process connected with play among school-aged children does not develop adequately for the child's needs.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

If play is the arena for growth among infants, then we must recognize that play is incorporated into the bonding process of caregivers/parents and infants. Parents teach children much of their style of communication through these early months of life. When infants experience little contact with their primary parent, when the infant is not responded to by the parent in timely and consistent ways, infants usually attach poorly to their primary caregiver/parent. For the poorly attached child, we see that their capability for play is compromised by the fears and anxieties of the small child. Thus, when foster parents offer play activities to a child where there is recognition of this disorder, we may be asking the child to respond with play skills that are under development or non-existent. We should probably consider offering play activities that help remedy the child's lacking play skills.

We should also recognize that children who are poorly attached may not succeed in their play with other children. In fact - often children experiencing difficulty playing with children typically have trouble interacting with children and other people. Parents and foster parents must spend time with these children as they play with other children. Parents should provide the safety which children need during their play activities.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

The Value of Family Play

Lecturette #1 (concl)

Some of the potential gains from family play for foster parents include being able to use play to learn more about foster children. Through play activities, children can describe their family life prior to placement. Play can also be used to help teach children problem-solving, as well as creative learning skills. Through play, we can recognize potential strengths in a child. Play provides ways to teach children communication skills as well as basic relationship skills. Underlying effective play is a sense of personal well-being and trust. Chart 1 reviews the value of play in foster homes.

In summary, play has value for all families and their members. For foster families, play can become a vital tool to help children in the most normative ways. Perhaps the most valuable thing about family play is, the opportunity it provides for all people involved to go away feeling good about themselves and the people with whom they played.

Individual/Group Activity:

Trainees will begin this training with a variety of play activities as described in Exercises 1 through 8.

Individual/Group Activity:

Read Chart A, "For Foster Parents: The Value of Family Play", and discuss as a group.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

FOR FOSTER PARENTS: THE VALUE OF FAMILY PLAY

Chart A

Family play is especially valuable for foster families because it provides ways to:

* Get more information about foster children
* Talk about problems constructively
* Change problem patterns
* Reduce a foster child's resistance
* Test more desirable behaviors by a foster child
* Identify strengths in a foster child
* Foster new, and possibly improved communication, trust, and cooperation
* Develop and strengthen family member relationships

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SAFE AND SUCCESSFUL FAMILY PLAY

Lecturette #2

Play is generally very spontaneous. As families play together, it is important to consider issues related to safety. This is *particularly* important as we relate this discussion of play to fostering children who have been abandoned, abused, and/or neglected. Creating a physically and emotionally safe environment requires two commitments.

The first commitment is toward safety, to honor the idea of **Challenge by Choice.** Challenge by Choice is the agreement that any person has the right to refuse to play at any time. Honoring this commitment means that families do not pressure or ridicule a person who chooses not to play. For play to be really safe, families must support *every* member, honoring his/her comfort level.

The second commitment for creating a safe play environment is the **Full Value Contract.** The Full Value Contract is an agreement where each family member agrees--not to devalue or discount themselves or--other family members during play. This requires each person to adhere to safety guidelines. It also requires everyone to give and receive feedback in a supportive and positive way. Giving negative feedback, or withholding and refusing feedback devalues oneself and others. The Full Value Contract ensures that each person takes responsibility to make sure safety is not compromised.

Individual/Group Activity:

Examine Box One entitled, "Full Value Contract & Challenge by Choice."

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

For example, if the family play involves swimming across a fast moving stream, and one member believes the current is too dangerous to cross, s/he has a responsibility to ask the family to re-draw boundaries that promotes greater safety. Finally, Full Value Contract commitment requires everyone to increase their own awareness of the times when they are devaluing or discounting themselves or others. Appropriate confrontation is an essential part of the Full Value Contract, but it must occur in a responsible and open manner.

Individual/Group Activity:

Trainees will spend part of the training involved in some of the nine exercises that begin on the next pages. Other ideas for family and youth play are included in the "Suggested Resources & Reference" material in this manual.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

FULL VALUE CONTRACT AND CHALLENGE BY CHOICE

Box One

It is important to make sure that games are safe. We will foster this safety during the training by using bright orange cones to mark playing boundaries around the room. The boundaries prevent people from getting hurt by running into walls or tables. In addition to being safe physically, it is important that these games be emotionally safe as well.

In order to create encouragement and support, all of today's games are based on the principles of Challenge by Choice and Full Value Contract (See Schoel, Prouty, and Radcliffe, 1988).

Challenge by Choice simply means that anyone can choose ***not*** to participate in any game, for any reason, at any time, ***without*** being questioned about their decisions!

The **Full Value Contract** is an agreement. It requires each participant to commit to:

(1) working together as a group
(2) adhering to certain safety and group behavior guidelines
(3) giving and receiving feedback, both positive and negative.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

STRETCHING
Exercise #1

Instructions: Since trainees will be spending much of the morning playing games, it is beneficial to begin the day with "stretching". Form a circle facing one another. Make sure there is some room between each trainee.

The stretch is called the "Salute to the Sun". It honors life by giving thanks to the earth, air, and sun.

1. Trainees reach toward their toes and give thanks to the earth by saying "OH WA!"

2. Trainees reach their arms as far behind their heads as possible and give thanks to the sun by saying loudly "TA FOO!"

3. Trainees reach their arms as far over their heads possible and give thanks to the sun by saying loudly "HI AM!"

4. Then trainees repeat these three "thank you's" a little faster reaching to the earth and shouting "OH WA!"

    - Reaching to the air around you and yell "TA FOO!"

    - Reaching to the sun and loudly stating "HI AM!".

5. One more time, the trainees are instructed to repeat the three "thank you's" as fast as they can!

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

EVERYBODY'S IT TAG
Exercise #2

This first tag game has two names--"Everybody's It Tag", and "The World's Fastest Tag Game" (Rohnke, 1984). To begin, trainees need room to move around. For safety reasons, trainees need to stay within the cone boundaries at all times!

There are two rules to this game. First, when someone's tagged by someone else, they are "frozen." Once the trainee is frozen, they must sit down where they were tagged.

The second rule is that everybody's "It." **Now, let us play tag!**

After the game is played and everyone is sitting down, there is an opportunity to review the experience. Consider the following questions:

1. How many of you were confused by what was happening?

2. What do you do when you are confused?

This time trainees will play "Everybody's It Hospital Tag." In this version, everybody's still "It" but, once someone is tagged, they have to cover the tagged spot with their hand because they are now bleeding there. When they are tagged again, they have to cover the new spot with their other hand. At this point, the person can only use their head to tag other people. Remembering to be safe with your "coconut". Once they have been tagged three times, the trainee is frozen and should sit down immediately.

Again, trainees can reflect on the following questions:

1. Would your family play a game like this?

2. How do you think the experience might benefit them?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

TOSS A NAME

Exercise #3

Instructions: Let's make a circle with a little bit of space between each person. We'll toss this kush ball to someone across the circle.

1. As the kush ball is tossed, the sender call's out the receiver's name.

2. The receiver thanks the sender, by their name, for the ball.

3. The receiver then becomes the sender and tosses the ball to someone else across the circle also identifying the receiver by name.

4. This process continues until everyone has thrown and received the ball once.

The next round is similar to the first with names being said by the thrower and the receiver. Once each trainee has their turn. They place their hands behind their backs so the ball is not thrown to them again. The game will end when the ball has returned to the one who threw first. Be sure to remember the name of each sender and receiver to whom the ball is thrown.

We will first practice around the circle a couple of times. Any time one believes they can go around the circle and name each person, with a raised hand they will be given a shot.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

SPEED JUGGLE

Exercise #4

The purpose of this game is to see how fast the kush ball can be passed around the group in the same person order as the previous game. (Pause for a minute to let the group think about it.) A "Speed Juggle" game with a group of men, all 83 years or older, did it in less than 5 seconds with a little practice.

What kind of "Speed Juggle" record can this group set? There are only two rules. First, the ball must always go in the same person order.

Second, any time the ball is dropped, the group receives a 3-second penalty.

There will be three tries to meet the team's goal. There is as much time as each team needs to plan its strategy. After the third try, we might be able to negotiate another turn if the goal has not been met. Begin when ready. Good luck!

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

COUNT OFF
Exercise #5

The next game is called "Count Off." It may seem simple, but it is deceptively difficult. With eyes closed and without talking to another trainee, the objective, as a group, is to have each person in the group count aloud one number in a sequence until everyone has participated. The sequence must begin with the number "One." For example, someone says "One," and then someone else in the group, without communicating with anyone else, says "Two," and then someone else must say "Three."

Any time two people say the same number at the same time, the group must start the whole sequence all over again. The goal is to try to successfully complete the "Count Off" in as few attempts as possible. Would all trainees please close their eyes and begin.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

MAKE ELEVEN

Exercise #6

The next game, requires that we need to break up into groups. This game is called "Make Eleven" and is related to "Rock-Paper-Scissors."

To begin, each trainee makes a fist with one hand, so that you can slap it into the palm of the other hand. Then, slap the open palm with the closed fist three times. On the third slap, the hand with the fist should "throw" some number of fingers. For example, if the trainee throws the number 2, they will release the fist so that two fingers are showing. Everyone in the group throws a number of fingers at the same time.

The objective of this game is for the number of fingers thrown in each group to add up to the number 11. Each wants to reach this goal in as few tries as possible. However, a group, cannot communicate with one another. As soon as a group succeeds, clasp hands, raise them high into the air, and loudly announce, "We Did It." Then immediately sit down so the rest of the trainees know who is the successful group.

Are there any questions or safety concerns? Start when I say "Go."

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

HAVE YOU EVER?

Exercise #7

This game is similar to "Musical Chairs."

To begin, one person stands in the middle of the room. Next, everyone else forms a large circle around the person in the middle. Everyone in the circle stands on a disc.

Next, we read from a compiled "Have You Ever" list. If a trainee has ever experienced the "thing" described, then that trainee needs to leave the disc on which they are standing, and try to find another empty one vacated by someone else who had experienced the "thing" too. If they can't find a vacated disc, they must go to the middle of the circle. The person in the middle should always try to move to an empty disc after each reading from the "Have You Ever" list, whether or not s/he has ever done the "thing."

Possible examples from the list include:

Have you ever:

- gone camping with your children?
- read stories out loud with your family?
- had tickle "wars" with your kids?

Once the list is finished, each trainee will have a chance to come up with their own "Have You Ever" question. The questions should be related to an experience that the trainee has had as a foster parent or caseworker.

We will start with a volunteer to go to the middle of the circle?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

DEBRIEFING
Exercise #8

Trainees have spent the last two hours playing games together. Now, is the time to reflect back and share feelings about the experience. Let's sit in a close circle facing one another.

- What was it like playing today?
- What surprised you?
- How was today's play different from what you expected or other play you do?
- What made today fun or successful?
- How could the playing have been better?
- What was one thing you witnessed in someone else that made you feel good?
- How did you challenge or expand your comfort zone?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

HUMAN DEVELOPMENT AND THE VALUE OF STORIES

Lecturette #3

Having spent the morning playing, how did the experience effect you? How well are you making sense of this new experience? Was it what you would have expected? Will the experience effect your future behavior? The answer to these questions lies in the stories we have unconsciously written in our minds about playing this morning. The process of writing and rewriting unconscious stories about new experiences, like this morning's play, is illustrative of the process of human development. Play is an innate and natural human activity, and through play we gain self-awareness and personal growth. As we will see, understanding foster children's development, in terms of their stories, is helpful for foster parents and caseworkers.

We live according to the stories we have about the world, including ourselves and our relationships; and each of us has our own unique set of stories. We use stories to remember past experiences, make sense of new experiences, and guide future behavior. Stories help us define who we are and who we love, as well as how to act.

Today's play experience can help us understand how stories influence human behavior and development. Many adults lose their love of play because over time, much of the play in our culture is competitive. Play often requires

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

money which is sometimes in short supply for families. When told we were going to play today, your anxiety might have been high because your story about play may have involved competition. However, if you have experienced non-competitive play which did not reinforce your story, you were provided an opportunity to write a preferred new story. Perhaps your new story is that you enjoy non-competitive play and not competitive play. Whatever the case may be, the fact that your old story could not account for your new experience--opened you up to a new understanding of play.

Narrative and Stories

Narrative therapy is an approach that is most often associated with family therapists Michael White and David Epston. Their ideas are represented in the book *Narrative Means to Therapeutic Ends* (White & Epston, 1990). Narrative therapy is so titled because it is based on a narrative metaphor.

What this means is that our stories serve as descriptions of how we view ourselves. Stories are made up of the events and characters--embedded in a sequence that--captures the complexity and interrelationships of an experience. Within that complicated description of a story, we recognize the benefit of a story

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

lies in its end ability to make coherent, meaningful, and personal, the varied events of people. Today, theorists recognize stories as a way of "constructing" realities. In fact, stories are such a part of our daily experience that we are unaware of how significant they are to us!

The goal of the narrative approach is to use existing stories as a basis for expansion to alternative stories. When we use an existing story, our intent is to examine what "worked" in the story, what we "*felt*" about the quality of the experience. We examine how a story can be altered to gain greater coherence, meaning, and sense of personal well-being. For example, a child may recount a story of a parent being abused by another adult. Our initial reaction may be one of sadness for the child's "loss of innocence" because s/he has seen events we expect no child to know. Yet, the adult, as therapist, may inquire what the child did? Did they protect themselves in some way? And, through a careful, thoughtful process of learning more about the child's experience through their recounting of the story, the adult may begin to label strengths of the child's during the experience. For example, the child may have gone into a back room to be safe. In this act, the child was capable of clear thinking about his or her safety. The child may recognize their own strength in this action, which can alter this

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

difficult, painful story--to one where the child's abilities and strengths are recognized and valued.

Applied to foster care, the narrative allows foster parents and caseworkers to view foster children in terms of their stories. Equipped with this understanding, foster parents and caseworkers have an ideal opportunity, especially during play time, to help change foster children's stories in preferred ways.

How do stories occur and what changes them? The process is relatively simple. For each new experience, three possible story-writing scenarios exist:

A. Your new experience fits nicely with an old story, REINFORCING YOUR OLD STORY FURTHER.

B. Your new experience conflicts with an old story, CREATING A NEW STORY.

C. Your new experience conflicts with an old story, REQUIRING YOU TO DISCARD THE NEW EXPERIENCE IN ORDER TO RETAIN YOUR OLD STORY.

Individual/Group Activity:
Examine Exercise 9, 10, and 11.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

We live according to the stories we have about the world.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Each of us has our own unique set of stories.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

New experiences open us up to new understandings and thus new stories.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

When a new play experience fits nicely with an old story, the story is reinforced.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Overhead

When a play experience conflicts with an old story, we can create a new story.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

When our new play experience conflicts with our old story, we can discard the new experience to retain our old story.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Full Value Contract ensures that each person is responsible for safety and no one compromises safety.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Full Value Contract is an agreement where each member agrees not to devalue or discount themselves or others during play activities.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

YOUR STORY ABOUT PLAY

Exercise 9

Instructions: Each trainee should think about a recent time when they were in a play situation. This play may have been with family, friends, or individually. Then, the trainee should take a few minutes to complete the responses below. Then, in pairs, have trainees share their responses to each of these statements.

1. Recently, I was involved in play _____

   _____.

2. This play experience took place _____

   _____.

3. I felt _____

   _____.

4. What I got out of the play experience was _____

   _____.

After sharing in the pairs, consider how each person's experience comes alive in the retelling! Consider some of the following questions: What does it feel like to retell a story about a play experience? What do we hear and what are we listening to in other people's stories about play? What do we learn about the importance of play for the person?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

YOUR PLAY STORY
Exercise #10

Instructions:

For this exercise, a partner is needed. Sit down next to one another, and we will pass out some paper and pens. Each trainee will take turns "playing" journalist. Each trainee will interview their partner asking questions and taking notes. Later, each trainee will share, with the group, their partner's story, so remember to take detailed notes.

The Situation:

Your boss, Perry Mason, has asked you to write a story for the "PLAY TIMES" newspaper. Your infamous source, Deep Throat has given you an incredible tip: a group of adult strangers played together this morning at a local hotel. Shocked and amazed at this idea, you, Jimmy Olson and Lois Lane race to get the scoop. You arrive late and find this so-called group of strangers acting friendly toward one another. They are smiling and laughing about the games they played. Fortunately, one participant agrees to be interviewed by you for the story you have tentatively titled "Play Effects Adult Stories."

You begin the interview by recording your interviewee's response to the following questions:

Did you know you were going to play when you arrived here today?

How did you feel when you found out you were going to have to play with a group of adult strangers?

How has your opinion of play now changed?

What is the most important thing you learned about yourself while playing today?

How do you think playing today will effect you in the future?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

The world is made up of stories, not atoms

Muriel Rukeyser

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Story is where the mind is suprised by the heart.

David Quigley

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Stories have the capability to charm and delight the soul.

David Quigley

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

THE GRINCH'S STORY
Exercise #11

Instructions:

The following exercise is based on the video clip trainees have just watched. First, each trainee finds their partner from the last exercise and pairs up again.

The objective of this exercise is for the trainee and their partner to discuss and share some of the Grinch's "stories" about Christmas. As creatively and fantastically as you like, the trainee and their partner should describe on a piece of paper two things:

1. First, explain the story the Grinch had about Christmas when he was stealing all the gifts in Whoville. In other words, explain what the Grinch believed about Christmas and discuss the experiences of his past that led to those beliefs and feelings.

2. Second, discuss how the Grinch's story about Christmas changed. Explore why it changed and how the change in his new Christmas story will affect him for the rest of his life.

Tip: Use the three points in Lecturette #3 to help you with this exercise.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

PLAY THERAPY AND NOW FAMILY PLAY THERAPY

BOX TWO

Developing a training program about play that allows foster care substitute providers to help children in their homes, is based in concepts and skills used in play therapy and family play therapy. Play therapy and family therapy have grown up within common threads (Miller, 1994; p.3). Among the pioneers of play therapy, Virginia Axline (1969) states that "play therapy is based upon the fact that play is the child's natural medium of self-expression. It is an opportunity which is given to the child to "play out" his feelings and problems just as, in certain types of adult therapy, an individual "talks out" his difficulties" (p.9).

In a recent text (Schaefer and Carey, 1994), the history of play and family play therapy is briefly reviewed. Many recognize Freud's efforts with the father of Little Hans as the beginning of play therapy. Others followed including Anna Freud and Melanie Klein. All of these early pioneers recognized that play is crucial to the child and serves to help us understand the child's view of the world *at that moment in time*. Later, psychological theorists such as Piaget helped us to understand the necessity of matching the child's cognitive level with his/her environment (Miller, 1994, p 5).

Play therapy is non-directive in its approach. A variety of possible toys are made available to the child for his/her use. The most typical tools of play and family play therapy are dolls and doll houses, puppets, crayons, paints (including finger paints), a sand box, play dough or clay, and play masks. Some practitioners of this field have added music and writing medium to this framework of "creative" activities that foster self-expression. These tools help children and parents in their ability for self-expression, allowing for new avenues to understand problem situations, and to achieve new solutions. Interestingly, some play therapy approaches advocate parents becoming the play therapist. Guerney and Guerney (1994) developed methods for parents to create the therapeutic family system that would help to prevent child problems, enrich their relationships with children, and /or serve as psychotherapeutic agents to help their children overcome problems that had already developed (p. 127). Research has shown positive changes, in parents' perceptions of their children and in their own attitudes, take place during the training of parents to become play therapists (p. 129). The value of this approach is clear.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Parents, as play therapist, learn to replace judgmental, evaluative responses with responses that increase the child's and parent's understanding of the child's behavior(s). Parents must also learn to permit and encourage the child's expression and freedom in choosing activities (p. 130-131). In family play therapy, the child sees himself as more worthwhile in the context of the family situation. Both children and their parents learn to cope with their mutual reactivity in a positive way (Eaker (1994, p 113). Eaker suggests that in family play therapy, the therapist can illustrate the need for balance between work and play in family life, something that parents can easily forget under the multiple pressures of careers and children (p. 113).

In essence, the power of play therapy and family play therapy as well, lies in the condition that the content of play is totally up to the family and its members. This level of democracy, in family life, contributes to each member's sense of autonomy and self-direction; it also fosters high regard among family members for their achievements, and provides support and encouragement during times of stress and challenge.

As in any professional arena, educational preparation and training is required to undertake the work at hand. Play and family play therapy also require professional preparation. Some universities offer courses in play therapy, adventure therapy, or family play therapy. In addition, professional associations exist in most states to certify or license therapists as play therapists.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

FOSTER CHILDREN'S STORIES

Lecturette #4

In the same manner that you have stories that guide your behavior, foster children have stories that guide theirs. However, many foster children come from families which have left them to live out stories that do not serve them well. As foster parents and caseworkers, you are especially aware of how a foster child's past affects the development of their stories and behaviors.

Because of their original home life, many foster children believe the world is a dangerous and transient place. They cannot help but live according to problematic stories. For example, a child who is taken away from her parents and placed in foster care, might have unconsciously written a story that says she is unlovable and unwanted.

This is a painful story, and in order for her to live with it, she might react by shutting down or becoming resistant. Because she believes she is unlovable, she does not accept or even notice her foster family's loving, nurturing behavior. It doesn't fit the story she has about herself! Instead, she only notices the behaviors in her foster family that resonate with her "I am unlovable" story. This can result in major conflict, especially when her foster parents can't understand why their sincere, loving attempts are going completely unnoticed and unacknowledged.

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Foster Children's Stories

Lecturette #4 (concl)

Remembering that foster children have to live according to stories that are about trauma, danger, and fear, helps remind us that:

- Their stories and subsequent behavior is shaped by past experiences and relationships.
- Under the right circumstances, they would rather live according to stories that are based on love, trust and hope.
- Their stories, behaviors, and outlook on life can and do change through new positive experiences.
- Foster parents and caseworker can and will influence their foster child(ren)'s stories by their interactions and experiences with them.

Individual / Group Activity:

Share an experience that you believe changed a foster child's story for the better.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

EXPERIENCES THAT CHANGED A FOSTER CHILD'S STORY

Exercise #12

Unconscious stories, based on past experiences, strongly influence behavior. Sometimes we can fall into the trap of believing that these unconscious stories are fixed and unchangeable. It is our opinion, however, that you, as foster parents and caseworkers, have the power to change stories. We also believe that many of you have already witnessed instances when stories of your foster children have changed.

In this exercise, we would like to hear about some of those changed stories. We invite you to share an experience you created or witnessed that changed a foster child's story for the better. Please begin by describing the old story the foster child had. Then share the experience that changed that story. Finally, tell us about the child's new story and how it has changed his or her subsequent behavior.

You and your foster child should be proud of the successful change you have initiated.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

When stories come to you, care for them. And learn to give them away where needed. Sometimes a person needs a story more than food to stay alive.

Barry Lopez in *Crows and Weasels*, p. 48.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

REWRITING YOUR FOSTER CHILD'S STORY THROUGH PLAY

Lecturette #5

Foster parents and caseworkers express acts of love each day when they attempt to make foster children's stories better. These professionals help children live according to stories that are based on trust, love, respect, and hope. The question is how to best help children create a safe and caring world that is based on these kinds of stories. One of the most effective and enjoyable ways is to play with them. In fact, simply the act of playing with foster children may challenge their story about how people with authority behave. Additionally, however, play is an especially effective way to influence a foster child's story because:

1. Play is the language of children and therefore the easiest way to connect with them.

2. Play allows children to communicate non-verbally.

3. Children are motivated to learn while playing.

4. Play provides a safe place for children to express parts of themselves they otherwise would not.

5. Play is an effective way to get close with foster children.

6. Play is a time when we can listen to, care about, and *not* judge the stories they share.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

PLAY IS LEARNING
A SUPPLEMENT

From babyhood through adulthood, play is an important part of our everyday lives. Besides providing the opportunities to learn, play allows us to experiment with the world around us, to use imagination, and to have fun. Play allows the child to discover for himself that there are worms in the garden, sand feels different from dirt, the woods have different shades of green, and round things roll, but square things don't. Through play the child can investigate, explore, experiment, and discover, and learn what no one can teach him. With a touch of imagination, a dash of resourcefulness, and willingness to explore we can help children have a rich play experience.

As the "work" of childhood, play is the primary means used to encourage development. Play can also serve as a nonverbal mode of communication. Because talking about feelings is still beyond the abilities of most preschool children, play allows a child to depict symbolically or act out what he can't tell us.

Play is not only a learning activity, but is also important for the child's social-emotional development. No other activity improves personality so markedly, and no other activity calls forth the resources of effort and energy that lie within the child. Play may be neuromuscular, sensory, mental, or a combination of all three. Play involves the repetition of experiences and proceeds within its own time and space boundaries.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

PLAY IS LEARNING
A SUPPLEMENT

Play environments provide an arena for the acquisition of social rules; through play action, the child learns the rules of motion. As a child plays with objects and manipulates a variety of objects, the child learns the rules of objects. From play interactions with people, the child learns the rules of people. Play, therefore, is the most complete of all educational processes, for it influences intellectual development, social-emotional development, and the physical, motor development of each child. Because play activities are so important in the development of a child, this section suggests ideas for the kinds of toys or play activities that you may want to offer your child.

Before we look at toys and activities let's think about the safety of environments for play and living for preschoolers. Perhaps our most challenging and important job in parenting preschoolers is to be ever vigilant about what could cause harm.

Homes with preschoolers should be "child-proofed". Cleansers, detergents, and other poisons should be secured against curious explorers either by commercial safety locks on cabinets or by placing items high out of reach (even when a kitchen chair is used for climbing).

Toys should meet safety standards or be approved for the age of the child playing with the toy. Check packaging for recommended ages. Watch

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

for removable parts that can be swallowed by infants and sharp parts that can cut or puncture.

Toy boxes with lids can be very dangerous to young toddlers who can lift the lid only to have it fall on them. Remove lids.

Outside, safety issues to think about include, again, putting chemicals, gasoline, antifreeze away from young children and practicing safe habits when mowing the yard. Think about the dogs in your neighborhood. Are there any that are not friendly to kids? Check children for tics when they've been playing in the grass and if you live in country, talk to children about snakes.

Many safety issues can be handled by simply getting to know with what each child in your care can be trusted. For example, even though she's five, can you trust her not to wander off if she plays outside alone? Remember that a child may be developmentally delayed and therefore need more supervision than another child her age.

Now, for the fun. Let's look at the how to choose toys.

The following section provides guidelines in the selection of the kinds of toys to offer a child. The section is categorized according to phases in child development (e.g., infancy, toddler, preschoolers, school-age, etc.).

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

Guidelines for Selecting Toys

A Supplement - Chart A

Selecting safe, appropriate toys for a child is important to the child's growth. To help in the selection of age appropriate toys, the following guide has been developed. You should answer yes to each question posed if you are succeeding in the toy selection process.

1. Do the toys and games you select

   - meet requirements of the child's interest and age in regard to size, form, indoor-outdoor possibilities, and the need for both learning and fun?
   - adapt to more than one purpose?
   - allow more than one child or more than one age level to participate?
   - withstand hard use and weather?
   - comply with safety and sanitation standards?
   - encourage action and exploration?
   - include a variety of playthings made at home with raw materials?
   - permit continued use for growing minds and bodies?
   - justify their costs in quality rather than quantity?
   - compare favorably in price to similar articles by other companies?
   - represent exactly what the manufacturer claims in ease of assembly and use?
   - suggest experimentation?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

- provide opportunities for the child to feel good about himself when he does his own thinking?
- will the item be long-lasting?

2. Do the play activities you organize

- help the child gain confidence for living in the world?
- build a variety of understanding at each child's level?
- invite exploration of the arts and sciences?
- develop strength and skill, together with hand-eye coordination?
- provide experiences to enhance skills for reading, writing math? (Note: learning to recognize shapes is a precursor to recognizing the alphabet)
- strengthen social and interpersonal relationships?
- offer opportunities and experiences to converse and communicate with others?
- provide both social and independent activity?
- encourage imagination or creative thinking?
- promote constructive and expressive feelings, thoughts, and ideas?
- please the eye in line, color, and general appearance?
- please the ear in sound?
- please the hand in feeling?

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Guidelines for Selecting Toys

A Supplement - Chart A

The Infant, newly arrived and ready to be introduced to the world, needs

- Toys that attract the eye,
- Toys that tickle the ear,
- Toys that tempt the reaching muscles.

Examples:
- Strings of colored plastic beads
- Spools or large buttons
- Small bells
- Shiny mobile across the crib
- Brightly colored balls strung across the crib
- Large rattles
- Large plastic rings
- Floating bath toys
- Soft, cuddly toys

The baby who is sitting has stronger eyes and muscles that urge her or him to reach out into the environment. Toys must be sanitary, smooth, nontoxic, durable, and **without** small detachable parts that might get into the child's throat, nose, or ears. It is imperative that the baby have a safe place to explore toys. The baby who is sitting needs

- Toys that appeal to the sense,
- Toys that encourage movement,
- Toys that encourage exploration.

Examples:
- Soft toys for throwing
- Light plastic blocks
- Washable, unbreakable dolls
- Tingling bells, musical rattle
- Squeaky toy animals
- Nests of hollow blocks or boxes to pull apart and put together
- Empty containers with removable lids to take off, put on
- Toys in boxes or baskets for putting in and taking out
- Floating bath animals
- Soft, cloth books with bright pictures
- Use of cassette tapes or music in the background

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Guidelines for Selecting Toys
A Supplement - Chart A

The toddler experiments constantly to see what can be done with the environment and to figure out how things work. The toddler's toys must be sturdy and of simple construction. The toddler needs toys that can be taken apart, put together, dragged, and pushed about. A variety of toys is desirable, but very few should be available at any one time. The toddler needs toys that challenge growing powers:

- Large, soft ball to push, lie on, or roll over
- Large, colored nestling blocks to pile up or sit upon
- Large boxes to put things in
- Cartons or wooden boxes to climb upon or into
- Hollow barrel to crawl through
- A plank, slightly raised at one or both ends, to walk on, balance on, and jump off
- Large, hollow blocks and small floor blocks to carry and pile up
- Sand pile, with buckets, scoop, and other sand toys
- Wagon or truck to ride in
- Small rocking horse
- Toys for reliving the home environment, such as household articles, plastic dishes, plastic garden tools, autos, planes, dolls, strollers, telephone, small chair
- Cloth picture books
- Books with simple stories and nursery rhymes
- Scrapbooks
- Large crayons for marking
- Cuddly toy animals
- Tom-tom
- Bells, music box

The 2-year-old has increased motor independence and is perpetually on the go, rapidly gaining strength which needs to be tested. The 2-year-old is involved in all kinds of exploratory play to satisfy curiosity. The 2-year-old needs

- Toys for building large muscles;

  Examples: Steps for climbing
  Barrel to climb through and roll over
  Tricycle or kiddie-car
  Large, hollow blocks to carry and pile up
  Large ball
  Push and pull toys

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

- Toys for stretching the mind;
  Examples: Put-together train, truck, boat, or similar toys
  Easy, wooden-inlay puzzles designed for this age
  Nesting blocks
  Color cone
  Large wooden colored beads
  Pegboard with colored pegs
  Picture books with nursery rhymes and simple stories
- Toys for pretending;
  Examples: Housekeeping equipment
  Washable, unbreakable doll
  Cuddly toy animals
  Costume box with simple items, such as hat, purse, or tie
- Toys for releasing feelings;
  Examples: large crayons
  finger paint
  brush painting materials
  materials for clay modeling
  sand and sand toys
  rocking chair
  rocking horse
  wooden mallet and wooden pegs

The preschooler (3-, 4-, and 5-year-olds) are beginning to control their fine muscles, while their large muscles are still growing, and enjoy gross motor activities. The preschool child is showing an interest in other people and beginning to reach out to the world beyond the home. The preschool child needs

- Toys, games, and apparatuses for strengthening large muscles;
  Examples: Climbing tower
  Turning barrow
  Crawling-through apparatus
  Wagon
  Bouncing horse
  Push and pull toys
  Jump rope
  Large balls
  Bean bag
  Simple throwing games

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

- Toys that stretch the mind;
  Examples: lock with a key
  magnets
  aquarium
  water play toys
  inlay puzzles
  matching picture games
  viewmaster with slides or filmstrips
  globes
  books with simple stories
  poems, jingles, nursery rhymes
  cassette tapes and cassettes to encourage listening and singing
- Toys for pretending;
  Examples: Washable dolls that can be dressed and undressed
  Housekeeping equipment, including cooking, laundering, and gardening
  Costume box with dress-up clothes
  Assorted floor blocks with small family figures
  Toy luggage
  Fireman, zoo, and animal sets
  Transportation toys
  Sheet or blanket for play tent
  Large cartons or boxes for making stores, houses, stations
- Toys for releasing feelings;
  Examples: Crayons
  Painting materials
  Hand-painting materials
  Blunt scissors and paste
  Clay
  Hammer, nails, and soft wood
  Large wooden beads
  Sand and sand toys
  Wading or swimming pool
  Rocking horse
  Cuddly toy animals, Puppet (stick and hand puppets)
  Musical tops
  Music box, record player, cassette player
  Percussion instruments, such as drum, bells, finger cymbals, tom-tom

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Guidelines for Selecting Toys

A Supplement - Chart A

The school-age child has gained fairly good control of small muscles, and can coordinate hand and eye to an increasing degree. The world is an interesting place for the school-age child, and toys should provide opportunities for him/her to explore and attempt new ideas. The school-age child needs

- Toys, games, and apparatus for strengthening the muscles and developing skills;
  Examples: Play-yard equipment
  Climbing apparatus
  Tumbling mats
  Tire swing
  Punching bag
  Balls
  Bean bag games
  Ring toss games
  Jump rope
  Bicycle
  Wagon
  Skates
  Swimming accessories, such as life jacket, inflatable toys for water play
  Garden tools and seed packets
- Toys and games for stretching the mind;
  Examples: Magnets
  Thermometers
  Magnifying glass
  Soap bubble sets
  Balloons
  Clock dial
  Cash register
  Weighing scales
  Number games
  Lotto
  Alphabet sets
  Printing sets
  Puzzles
  Checkers
  Viewmaster, slides, and filmstrips

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Globe of the world
Chalkboard
Flannel board
Books

- Toys for make-believe;
  Examples: Playhouse easily converted into store, school, clubhouse, etc.
  Costumes for dressing up
  Doll house and doll furniture
  Boy and girl dolls
  Dolls from other parts of the world
  Puppets
  Transportation toys
- Toys to satisfy the urge to create and express feelings;
  Examples: Crayons, paints, colored chalk to use on paper
  Materials for paper sculpture
  Clay
  Sewing set, including cloth for making doll clothes
  Workbench with real tools
  Construction sets
  Design blocks
  Percussion instruments
  Cassettes and record player
  Musical instruments

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for
FOSTERING FAMILIES

SUGGESTED RESOURCES

A variety of books address issues of play, adventure, and recreation for children, youth and families. The local public library may be the best source on-going source for current books in this area. We provide just a few below.

Lucia Capacchione (1982). *The Creative Journal for Children: A guide for Parents, Teachers and Counselors.* MASS: Shambhala Publications.

Susan and Margaret Knorr (1993). *Books on the Move: A read-about-it To-there Guide to American's Best Family Destinations.* MN: Free Spirit Press.

Among the resources available addressing play and adventure therapy, the list below may give you a start. If you are interested in more information, the psychology and social work abstracts may be helpful.

Virginia M. Axline (1969). *Play Therapy.* NY: Ballantine Books.

Michael A. Gass (1993). *Adventure Therapy: Therapeutic Applications of Adventure Programming.* Iowa: Kendall/Hunt Publishing.

H. L. Gillis and M. A. Gass (1993). "Bringing Adventure into Marriage and Family Therapy," *Journal of Marital and Family Therapy*, Vol. 19(3).

Charles Schaefer and Lois Carey (1994). *Family Play Therapy.* NJ: Jason Aronson, Inc.

Toni S. Zimmerman and Sara D. Shepherd (1993), "Externalizing the Problem of Bulimia: Conversation, Drawing and Letter Writing in Group Therapy," *Journal of Systemic Therapies*, Vol. 12(1).

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

References used to Develop this Training Manual

Virginia M. Axline (1969). *Play Therapy*. NY: Ballantine Books.

Bonnie Eaker (1994). "Unlocking the Family Secret in Family Play Therapy," in Schaefer and Carey's (1994) text entitled *Family Play Therapy*. NJ: Jason Aronson, Inc.

Michael A. Gass (1993). *Adventure Therapy: Therapeutic Applications of Adventure Programming*. Iowa: Kendall/Hunt Publishing.

H. L. Gillis and M. A. Gass (1993). "Bringing Adventure into Marriage and Family Therapy," *Journal of Marital and Family Therapy*, Vol. 19(3).

Louise F. Guerney and Bernard Guerney, Jr. (1994). "Child Relationship Enhancement: Family Therapy and Parent Education," in Schaefer and Carey's (1994) text entitled *Family Play Therapy*. NJ: Jason Aronson, Inc.

Wendy Miller (1994). "Family Play Therapy: History, Theory and Convergency," in Schaefer and Carey's (1994) text entitled *Family Play Therapy*. NJ: Jason Aronson, Inc.

K. E. Rohnke (1989). *Cowstails and Cobras II*. MA: K.K. Rohnke.

Charles Schaefer and Lois Carey (1994). *Family Play Therapy*. NJ: Jason Aronson, Inc.

J. Schoel, D. Prouty and P. Radcliffe (1988). *Islands of Healing: A Guide to Adventure-based Counseling*. MA: Project Adventure.

Toni S. Zimmerman and Sara D. Shepherd (1993), "Externalizing the Problem of Bulimia: Conversation, Drawing and Letter Writing in Group Therapy," *Journal of Systemic Therapies*, Vol. 12(1).

Michael White & David Epston (1990). Narrative Means to Therapeutic End

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

Education and Research Institute for

FOSTERING FAMILIES

Application for Partial Credit

Play Therapy

Name: _____ Social Security #: _____

Address: _____ Phone: _____

_____ Date: _____

(city) (state) (zip)

I. Application for Partial University Credit

Grading: Pass/Fail

The Social Work Department at Colorado State University will grant university credit for each six different modules of training completed. Applications for credit must be made at the Time of Each Module Training ONLY. All work carried out in the modules must meet general academic standards of Colorado State. Written materials must be submitted and receive satisfactory grading for credit to be awarded. These applications will be held until the applicant completes his/her sixth module training. At this point, s/he will be able to formally register through the Division of Continuing Education for 1 credit hour at the current tuition rate set by the University.

_____ Yes, I wish to apply for University credit.

II. Application for Continuing Education Units (CEU's)

Colorado State University, Division of Continuing Education, will grant Continuing Education Units (CEU's) for successful completion of this training session at a cost of $18.00. If you wish to apply for these units, complete the above information, attach a check made payable to CSU, and return this application to the trainer.

_____ Yes, I wish to apply for Continuing Education Units (CEU's) today.

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.

BEST COPY AVAILABLE

Education and Research Institute for

FOSTERING FAMILIES

Creating Interpersonal Change Through Story-Telling and Family Play

EVALUATION BY PARTICIPANTS

The following items are designed to assess your satisfaction with the training as well as the effectiveness of the training design and materials. Please use the following scale and circle your response.

1 - not well addressed in the training
2 - not as adequately addressed as necessary
3 - adequate; given sufficient attention
4 - well addressed in the training
5 - very well addressed in the training

		Not Well Addressed				Very Well Addressed
1.	To gain an understanding of the critical role family play holds for family and child development. Participants will gain benefits such as improving trust, cooperation, communication, respect and closeness.	1	2	3	4	5
2.	By playing together, participants will gain an understanding of how people's narratives guide and form behavior, and help make sense of each new experience. This understanding will help participants learn the process their children use to base their decisions.	1	2	3	4	5
3.	Participants will gain skill in assessment and planning for play in parenting, including learning how to assist foster parents and other substitute parent providers, in building relationships and motivating children to learn.	1	2	3	4	5
4.	Participants will learn guidelines that will foster family play. Facilitating family play creates opportunities to influence children's stories so that they demonstrate more desirable behaviors.	1	2	3	4	5

BEST COPY AVAILABLE

Copyright, Education and Research Institute for Fostering Families, Colorado State University. A contract program of the Colorado Human Services Training, Education and Research Consortium, working collaboratively with the Colorado Department of Human Services.